DOCUMENT RESUME

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IDENTIFIERS *Oregon

ABSTRACT

This document is designed to help school personnel analyze their current curriculum for grades 1, 2, and 3 in terms of the Mathematics Common Curriculum for Oregon. The common curriculum goals are organized into nine content strands: (1) number and numeration; (2) appropriate computational skills; (3) problem solving; (4) geometry and visualization skills; (5) measurement; (6) statistics and probability; (7) mathematical relationships; (8) oral and written communication skills; and (9) appropriate study skills. Each strand contains knowledge and skills to be developed with expected outcomes for students to achieve by the end of grade 3. Columns are provided to indicate the extent to which the expected outcomes are emphasized by (1) amount of instruction, (2) inclusion in course goals, (3) inclusion in instructional materials, and (4) coverage in staff training. Results of the analyses can be compiled and used to guide staff training and selection or development of materials. (RH)

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USE OF THIS DOCUMENT

This document is provided for your convenience. Curriculum mapping is not a required activity. However, you will find that information obtained in this process will be helpful in analyzing your current curriculum in terms of the Mathematics Common Curriculum Goals and planning for updating curriculum.

INSTRUCTIONS

Use of this document to gather information

1. Decide on questions to be asked. Some questions are provided in the column headings. You may wish to add or delete column headings.

2. Items marked with an asterisk (*) are unique to the Mathematics Common Curriculum Goals or indicate that a change has occurred in the wording of an Essential Learning Skill. Schools that have mapped for Essential Learning Skills may wish to survey only the asterisked items.

3. Determine who will respond to the survey and under what conditions.

4. Reproduce the document and provide staff orientation and training.

5. Clarify intent of column headings and numeric scores.

   Amount of Instruction:

   Considerations here include amount of time and quality of instruction and feedback provided to students on the skill. Practice or application should only be considered if it is accompanied by instruction.

   Included in Course Goals:

   To be considered here is the degree to which the current local course goals reflect a particular common curriculum goal.

   Adequate Materials:

   Considerations here include the quality and the quantity of instruction and practice provided in the text or supplementary material. Any concerns about sufficient materials for each student should be reflected in the comment section rather than in the score.

Ratings: 0 = absence or a complete lack of the items specified in the column heading.
1 = a low or inadequate amount or quality of the specified item.
2 = a moderate or reasonably satisfactory amount or quality of the specified item.
3 = a high or substantial amount or quality of the specified item.

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Adequate Teacher Training:

Considerations here include teacher preservice, inservice, college courses, workshops, personal reading and experiences which provide the teacher with the necessary skills to teach toward the specified goals.

Blank Column:

This column is provided for questions that you would like to add.

Comments:

Encourage teachers to use this section to clarify their ratings or express related concerns.

Use of this document to tally results

Results can be tallied in the space provided above numeric scores on an unmarked form. Consideration should be given to tallying by grade level or course title.

Use of this document to analyze results

An additional unmarked document can be used to display results across grades or courses for analysis and decision-making. Data could be displayed in a numeric average, as a compilation of all ratings, with a word descriptor (such as low, medium, high), or symbolically, using color coding.

SCHOOL: _____

ASSIGNMENT: K ___ 3 ___ Other _____ 1 ___ 4 ___ End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
1.0 Number and Numeration. Students demonstrate an understanding of number and numeration concepts and use these understandings to interpret and solve problems.							
STUDENTS WILL BE ABLE TO:							
1.1 READ, WRITE, ORDER, COMPARE AND USE NUMBERS (ELS 1.4)*							
a Read and write whole numbers to 1,000, commonly used fractions (1/2, 1/3, 5/10), and decimals in tenths and hundredths (using a money model)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Demonstrate the counting skills of skip counting by 2, 5, and 10; "counting on" and counting backwards to and from 100	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.2 USE CONCRETE AND PICTORIAL MODELS TO DEMONSTRATE NUMBER AND NUMERATION CONCEPTS (ELS 1.4)							
a Order, compare and model (demonstrate comprehension by use of objects or a drawing) place values to 1000, commonly used fractions and decimals (using money models) in tenths and hundredths	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
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*Items changed from, or not included in, Essential Learning Skills.

End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
b Identify the number of ones, tens and hundreds in numbers less than 1000 and use concrete models to demonstrate understanding	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.3 RECOGNIZE AND USE NUMBER PROPERTY CONCEPTS							
a Demonstrate, use and apply the properties of addition and subtraction	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
2.0 Appropriate Computational Skills. Students select and use the most appropriate form of computation - manipulative, mental, paper/pencil, estimation or calculator usage to solve problems and check all computations for reasonability.							
STUDENTS WILL BE ABLE TO:							
2.1 USE MENTAL, PAPER AND PENCIL, ESTIMATION AND CALCULATOR COMPUTATIONS TO SOLVE APPROPRIATE PROBLEMS (ELS 1.4 and 1.7)							
a Use mental, manual or calculator processes to perform grade-level arithmetic operations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Select the most appropriate method of computation (manipulative, mental, paper/pencil, calculator) to use in a given situation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use estimating skills, such as rounding, to make approximate whole number computations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Apply acquired strategies including modeling patterns (such as "counting on," "doubles," "neighbors," etc.) and properties (commutativity and associativity), to aid in quick recall of addition, subtraction, and multiplication facts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
e Solve mentally, appropriate addition and subtraction problems involving place value understanding, e.g., add or subtract 10 or 100 to (from) any 3-digit number; add or subtract multiples of 10 or 100	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Perform addition and subtraction algorithms with and without regrouping using 1-3 digit whole numbers	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
h Use a calculator to solve appropriate problems and to check approximate calculations (e.g., real problems with lengthy calculations or large numbers)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
j Use estimation and other skills to check answers for reasonableness	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
2.2 DEMONSTRATE COMPUTATIONAL ALGORITHMS WITH CONCRETE MATERIALS OR REAL-WORLD EXAMPLES							
a Use concrete models to perform whole number computations, and demonstrate place value exchanges (borrowing and carrying) up to 1000 and to model the various meanings of multiplication	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
3.0 Problem Solving. Students use problem-solving skills and strategies to solve routine and nonroutine problems.							
STUDENTS WILL BE ABLE TO:							
3.1 IDENTIFY PROBLEMS AND APPROACH THEIR SOLUTION IN AN ORGANIZED MANNER (ELS 6.3)							
a Identify problems that need a solution	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use simple questioning to clarify problems	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Use data from questioning to develop a problem-solving plan	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Solve problems using strategies such as guessing and checking, using concrete objects, making a model, generating a pattern or drawing a picture	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Identify alternative solutions to a simple problem	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
f Choose and apply mental, manual and calculator processes to problem-solving strategy(ies)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
h Share successful and unsuccessful problem-solving strategies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
i Engage in cooperative problem solving and compare alternative solution strategies	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
j Develop new suggestions or approaches if problem is not solved	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
3.2 CREATE AND SOLVE WORD PROBLEMS APPROPRIATE TO THE GRADE LEVEL (ELS 6.3)							
a Recognize appropriate operation(s) (+, -, x) for solutions of word problems	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Solve one-step word problems including those involving money, measurement and data presented in graphs, tables and charts	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Create word problems to match addition, subtraction and multiplication algorithms	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Solve problems with more than one possible solution and recognize problems which cannot be solved because they contain too little information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
4.0 Geometry and Visualization Skills. Students recognize geometric patterns and relationships and apply them in solving problems and making predictions.							
STUDENTS WILL BE ABLE TO:							
4.1 RECOGNIZE AND USE GEOMETRIC PATTERNS, RELATIONSHIPS AND PRINCIPLES TO DESCRIBE AND CLASSIFY (ELS 1.5)							
a Identify similar and different attributes of two or more geometric figures	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Identify, sketch, model and manipulate squares, rectangles, circles, triangles, cubes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Identify symmetry and geometric forms in the environment, e.g., construction with colored tiles or cubes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Copy or extend patterns using concrete models and drawing pictures	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
4.2 MAKE AND USE GEOMETRIC DRAWINGS AND MODELS, INCLUDING TESSELLATIONS							
a Create simple constructions with tiles and copy on squared paper	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
4.3 UNDERSTAND AND USE PERIMETER AREA AND VOLUME CONCEPTS							
a Develop an understanding of perimeter, area and volume using concrete objects	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use common objects to estimate perimeter, area, and volume	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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5.0 Measurement. Students measure quantities and use measurements to keep records, solve problems and make predictions.							
STUDENTS WILL BE ABLE TO:							
5.1 POSE AND SOLVE PROBLEMS THAT INVOLVE TIME AND MONEY (ELS 1.7)							
a Identify and order by value; make change using U.S. coins	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Read time using standard and digital clocks and order months, seasons and days of week	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
5.2 SELECT AND USE APPROPRIATE INSTRUMENTS AND UNITS TO ESTIMATE AND MEASURE LENGTH-WEIGHT; VOLUME AND CAPACITY; AND TEMPERATURE (ELS 1.7)							
a Estimate and determine length and weight (mass) using nonstandard, metric or English (U.S. Customary) units of measure and select and use appropriate instrument and unit for a measurement task	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
g Explore the concepts of weight (mass) using a balance scale and common classroom objects	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
h Estimate, read and record temperature in C° and F°	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
5.3 DETERMINE INDIRECT MEASUREMENTS (ELS 1.7)							

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6.0 Statistics and Probability. Students collect, organize, record and interpret data and predict probable outcomes based on collected data.							
STUDENTS WILL BE ABLE TO:							
6.1 RECOGNIZE AND USE MATHEMATICAL PATTERNS, RELATIONSHIPS AND PRINCIPLES TO QUANTIFY PROBLEMS OR MAKE PREDICTIONS (ELS 1.6)							
[a] Apply intuitive probability concepts; e.g., make predictions in games by using terms such as "more likely," "less likely," "fair," etc.	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Collect and record data from picture graphs, bar graphs and charts to draw conclusions and make predictions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Make and use picture graphs and bar graphs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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6.2 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS, AND HYPOTHESES (ELS 6.2)							
a Identify facts that support an explanation and a prediction	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Identify factors that may influence a behavior or a result	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Identify ways to determine whether a duplicate of an experiment will produce the same results	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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7.0 Mathematical Relationships. Students recognize and use number patterns, relationships, and logical thinking skills to make predictions and to solve problems.							
7.1 SORT AND CLASSIFY; USE LOGICAL THINKING (ELS 5.2)							
a Sort and classify objects by attributes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
7.2 COMPREHEND MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS INVOLVING NUMBER PATTERNS AND RELATIONSHIPS (ELS 3.1)							
a State relationships using terms such as "greater than," "less than," and "equal to"	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Relate new information to previous knowledge	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Draw logical conclusions from information presented	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Find numerical patterns in charts and tables e.g., 100-chart, addition and multiplication tables, and use number patterns and relationships to make predictions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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7.3 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS (ELS 6.1)							
[a] Identify characteristics of simple objects that remain the same even though some change occurs, e.g., cutting objects into two pieces	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Make a simple table of values given a specific rule and match a table of values to its rule	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
7.4 REFLECT UPON AND IMPROVE OWN REASONING (ELS 6.6)							
[a] Describe in simple terms how a solution was reached	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Act upon suggestions for improving reasoning capabilities	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
8.0 Oral and Written Communication Skills. Students use vocabulary, speech, numerals and other symbol systems essential for effective individual and group problem solving and for effective oral and written communication of mathematical concepts, problem-solving processes and results.							
STUDENTS WILL BE ABLE TO:							
8.1 RECOGNIZE AND USE MATHEMATICS VOCABULARY COMMONLY USED IN GRADE-LEVEL MATERIALS (ELS 1.1)							
a Use phonetic analysis skills	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use context clues in a paragraph to infer correct word(s)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Distinguish compound and plural words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Use basic mathematical terms (such as sum, total, difference, product, less than, equal, greater than, rectangle) to convey concepts of quantity, order, operation, and shape	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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8.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN MATHEMATICAL MATERIALS (ELS 1.2)							
[a] Use adjacent words to infer meaning of unknown words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Use knowledge of each part of a compound word to determine meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Use dictionaries and glossaries in grade-level curriculum materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.3 SPEAK WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)							
[a] Produce correct basic speech sounds	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[b] Pronounce words according to acceptable Standard English	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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8.4 USE ORAL COMMUNICATION TO GIVE OR RECEIVE INFORMATION AND DIRECTIONS (ELS 2.3)							
a Paraphrase oral messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Give accurate oral directions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Ask questions designed to clarify, gain assistance or local information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Share ideas and information orally with others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Provide accurate descriptive detail orally	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
g Follow 2-step oral instructions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.5 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL AND VISUAL COMMUNICATIONS (ELS 4.1)							

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
8.6 USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)							
[a] Ask questions and draw reasonable conclusions from answers	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.7 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)							
8.8 SELECT APPROPRIATE FORM OF WRITING (ELS 5.3)							
8.9 PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED (ELS 5.4)							

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8.10 SELECT AND USE GUAGE, GESTURES AND SYMBOLS APPROPRIATE TO PURPOSE, TOPIC AND SETTING WHEN MAKING ORAL PRESENTATIONS (ELS 5.5)							
[a] Select words which make the meaning clear	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.11 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (REVISING AND REWRITING) (ELS 5.6)							
[a] Revise own writing to enhance clarity and meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
8.12 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION (EDITING AND PROOFREADING) (ELS 5.7)							
[a] Edit for capitalization, end punctuation, and complete sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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9.0 Appropriate Study Skills. Students select and use appropriate study skills in order to accomplish mathematical learning tasks.							
STUDENTS WILL BE ABLE TO:							
9.1 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)							
[a] Locate facts in grade-level materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Identify main idea in a problem situation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
9.2 USE INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)							
[a] Use table of contents to locate general and specific formation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[c] Use guide words in a dictionary or glossary to locate words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = absence 2 = moderate
1 = low 3 = high
*Items changed from, or not included in, Essential Learning Skills.

End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
9.3 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)							
a Determine general purpose of assignment and ask clarification on questions if necessary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Determine ideas and concepts addressed in the assignment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
9.4 USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)							
9.5 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)							
a Follow a study plan including: time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Accomplish learning task using appropriate study techniques (read and reread text, ask clarifying questions, seek help when needed, use memory techniques)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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End of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials: Basal Text	Adequate Materials: Supplementary	Adequate Teacher Training		COMMENTS
[c] Vary reading rate according to purpose for reading the selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[d] Keep study materials organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[e] Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
[f] Use appropriate test-taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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